DOCUMENT RESUME

ED 401 264 SP 037 015

AUTHOR Hofmeister, Alan M.; And Others
TITLE Instructional Leadership for the Rural Special Educator: Final Report.
INSTITUTION Utah State Univ., Logan. Center for Persons with Disabilities.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 1 Oct 96
CONTRACT H029K20019-96
NOTE 61p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Classroom Techniques; Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Leadership; Instructional Materials; *Paraprofessional Personnel; *Rural Education; Rural Schools; Special Education; Special Education Teachers; *Staff Development; Teacher Effectiveness; *Teaching Skills; Team Training
IDENTIFIERS *Training Materials

ABSTRACT

This project addressed the need for training materials for paraeducators in their roles as members of the instructional team, and for teachers as classroom executives who lead that team. Paraprofessional personnel in this project include paid aides, volunteers, cross-age tutors, and parents instructing children in the schools. The three objectives of the project were: (1) training in effective teaching/instruction; (2) training for paraprofessionals; and (3) the executive functions of teaching. Formative and summative field tests in rural sites were conducted to ensure that effective, generalizable, and replicable training programs had been developed that were competency-based and field-based, and feasible within budget constraints. The project training materials and programs were designed to be easily exportable to district level, school sites, or individual classrooms. The materials, training activities and participants, facilitators, dissemination, and methodological issues are discussed in terms of project objectives. While the first year of the project was largely devoted to the development of materials, the subsequent 3 years saw training of 4,630 paraprofessionals and teachers. In addition to direct training of teachers and paraprofessionals, conferences and presentations were often attended by supervisors, state and district level administrators, and university personnel. Study data are included in tables. Appendices include Gantt Charts for the years of the study and sample forms from the training programs. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 264

Instructional Leadership for the Rural Special Educator: Final Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dr. A. M. Hofmeister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

October 1, 1996

Prepared for:
US Department of Education, under the IDEA, Special Projects
PR/Award Number H029K20019-96

Prepared by:
Alan M. Hofmeister, Ph.D. Principal Investigator, with
Betty Ashbaker, Ph.D. and Jill Morgan, Ph.D.

SP037015

BEST COPY AVAILABLE

Contents

Executive` Summary 1

Purpose 2

Results 2

Conceptual Framework for the Project 2

Area 1 competencies 3

Areas 2 competencies 5

Area 3 competencies 5

Goals and Objectives of the Project 6

Project Objectives 6

Objective 1 7

Objective 2 7

Objective 3 7

Materials Developed 7

Objective 1 7

Objective 2 8

Objective 3 9

Training Activities and Participants 10

Direct training in effective instruction 10

Training of facilitators 13

Direct training in the executive functions of teaching 13

Additional dissemination of materials 14

Presentations made 15

Publications 17

Methodological Issues 18

Objective 1 18

Objective 2 19

Objective 3 19

Research or Evaluation Findings 20
Pre-and posttest data 20
Self-report results 27
Number of teachers and paraprofessionals trained 27
Contributions to paraprofessional development 27

Project Impact 28

Future Activities 29

ERIC 29

References 30

Appendices 31
Appendix A: Gantt Chart 32
Appendix B: Sample Forms from the Training Programs 36
Appendix C: Dissertation Abstract 52
Appendix D: ERIC Submission Form 54

Executive Summary

Across the nation, an increasing number of paraprofessional personnel are being employed, not only by special education, their traditional employer, but also in regular education (Pickett, 1986). This trend has become even more marked with the push for inclusionary settings for special education students. The classroom team with a teacher plus other adults, whether volunteers or paraprofessionals, is becoming more common. With this increase, there is a growing need to establish the leadership skills required for the effective involvement of paraprofessionals. In addition, the role of the paraeducator has expanded to include direct instructional tasks with students (Blalock, 1991), requiring a broader range of skills.

A review of the literature (Morgan, Hofmeister & Ashbaker, 1995) indicated that while training programs for paraeducators have been developed in a number of States, developments are sporadic and may be confined to local areas. However, training in behavior management and the delivery of instruction featured in a large proportion of training programs and research/position papers.

Salzberg and Morgan (1995) reported that few training programs exist nationwide for teachers as supervisors of paraeducators, at either pre-service or inservice level. Although many of these programs include teamwork as a training topic, there is little substantive training available which addressed teachers and paraeducators as a team. This should be considered in the light of the size of the population addressed by this training. The most recent estimate (Pickett, 1995) of the numbers of paraeducators in the United States is 500,000 (although other estimates (Likins & Allred, 1996) indicate that this figure is very conservative). This project addressed need for training materials for paraeducators in their role as members of the instructional team, and for teachers as classroom executives who lead that team.

Paraprofessional personnel in this project include paid aides, volunteers, cross-age tutors, and parents instructing children in the schools.

Purpose

This special project addressed the development, evaluation and distribution of training programs for rural special educators: teachers who are responsible for the supervision and training of paraprofessionals, and the paraprofessionals who work under their supervision providing instructional support to students. Formative and summative field tests in rural sites were conducted to ensure that effective, generalizable and replicable training programs had been developed. A combination of print and video media were produced to facilitate training.

Results

The project training materials and programs were designed to be easily exportable to district levels, school sites, or individual classrooms. For the rural schools that lack training resources, the programs provide educators a wealth of resources that are competency-based and field-based, and feasibly within budget constraints. The training programs were developed utilizing effective teaching competencies. Training materials were developed around the implementation of (a) planning and management of documents prepared by the teacher, (b) teacher observations and evaluations of paraprofessionals, (c) records of the monitoring and progress of special education students taught in individual and small groups by the paraprofessionals, and (d) the paraprofessionals' evaluations of the supervision and training supplied by the teacher.

Conceptual Framework for the Project

Early data collected from Utah special education leadership indicated that paraeducators were most in need of training to assist them in providing effective instruction to students and in preventing behavior problems. Additional information collected from 138 Title I paraprofessionals showed their years of experience as a paraprofessional ranging from less than 1 to 29 years, with the average being 7 years. Of those (69) who identified training

needs, 93% requested more training in methods to effectively tutor individuals and groups of students. Not surprisingly, training requests were most frequent from those with the fewest years of service, but also those at the highest end of the range.

More recent state and national attention has focused on the breadth of titles of paraeducators--paid aides in bilingual and migrant education, regular classroom aides, OT/PT aides or paraprofessionals--all in addition to the paraeducators in special education and Title I classrooms. In the state of Utah alone the count of paraeducators who served as paid aides, volunteers, cross-age tutors, and instructional assistants totaled over 5,000. A recent national estimate, conducted by Anna Lou Pickett of the National Resource Center for Paraprofessionals in Education and Related Services (Pickett, 1995) sets the number at just under 500,000. These numbers are astounding in light of the training programs currently available. Additional concerns arise when viewing the numbers of supervising teachers and the limits on the training that they receive in providing effective supervision.

The content for the training programs developed by this project was organized into three areas, namely, (1) competencies from the research literature on effective teaching, (2) competencies concerned with the roles and on-the-job resources for training and supervising para-professionals, and (3) competencies addressing the executive functions of the teacher. Table 1 provides a summary of the program content.

Area 1 competencies: The special educator as an effective teacher.

In the review of the research identifying differences between more effective and less effective instructional leaders, the project addressed the primary qualifications of instructional leadership, and the extent to which the teacher conceptualizes, models and recognizes the most potent, relevant, and generalizable competencies from the research on effective teaching.

The first criterion was concerned with effectiveness. The competencies support effectiveness and generalize to a wide range of instructional settings and populations in regular and special education classrooms.

Table 1. Summary - Program Content

Content Area 1. The Special Educator as an Effective Teacher.	
Course 1. Knowledge Acquisition Course - 2 credits.	Course 2. Competency Implementation Course - 2 credits.
Major competency groups: 1. Time Management 2. Teaching Functions 3. Feedback 4. Monitoring 5. Behavior Management	Major activities: 1. Self-evaluation of effective teaching skills Implementing, monitoring, and adaption of a 2. self-improvement program with peer support

Content Area 2. The Special Educator as a Paraprofessional Supervisor.	
Course 3. Knowledge Acquisition Course - 2 credits.	Course 4. Competency Implementation Course - 2 credits.
Major competency groups: 1. Appropriate roles for paraprofessionals 2. Competency generalization theory and implementation 3. Resources for paraprofessionals in the classroom organization 4. The paraprofessionals in the classroom organization 5. Necessary noninstructional skills for the paraprofessional	Major activities: 1. With two paraprofessionals, identify a minimum of five competencies in at least three of the five competency groups used in course 1 and train paraprofessionals from competency implementation through to competency generalization (see figure 1 for examples of paraprofessional competencies).

Content Area 3. The Special Educator as an Executive.	
Course 5. Knowledge Acquisition Course - 2 credits.	Course 6. Competency Implementation Course - 2 credits.
Major competency groups: 1. Planning of work 2. Communicating goals 3. Regulating the activities of the workplace 4. Creating a pleasant environment for work 5. Educating new member of the workgroup 6. Articulating the work of the workplace with other units in the system 7. Supervising and working with other people Motivating those being supervised 8. Evaluating the performance of those being supervised	Major activities: 1. Application of all course 5 competencies to the training and effective involvement of at least two paraprofessionals 2. Self-evaluation and review of the training and involvement of the paraprofessionals 3. Trainer observation and evaluation of paraprofessional training and supervision

BEST COPY AVAILABLE

The second criterion addresses content validity concerned with the modeling and training of the instructional behaviors important for paraprofessionals who serve as instructional assistants.

Area 2 Competencies: The special educator as a paraprofessional supervisor.

This area addressed the need for paraprofessional training resources and associated paraprofessional training theory. This component of the project developed as a CD-ROM library of paraprofessional training materials. The training packages provide replicable, unambiguous directions for the paraprofessional. The packages have been validated to ensure that paraprofessionals, including parents, can accurately follow the instructions and that the instruction is effective, as determined by special education student outcomes. The competency orientation represented in the competency-domain matrix of Figure 1 allows field-based experiences of paraprofessionals to be tracked utilizing the competency basis.

Paraprofessionals were supervised by the special education teacher in competencies that exemplify and implement the effective teaching skills covered in Area 1.

Area 3 Competencies: The special educator as an executive.

Berliner (1985) in synthesizing observational data from hundreds of classrooms, concluded that classrooms are complex and dynamic environments that need to be managed by "talented and experienced executives." He provided a frame of reference for addressing the general leadership skills of the teacher and specific paraprofessional supervision skills.

The Area 3 knowledge acquisition course trained teachers to demonstrate an understanding of the executive functions of teaching, and to demonstrate specific applications to the supervision and training of paraprofessional personnel.
Berliner outlined nine executive functions of teaching:
1. planning of work;

2. communicating goals;
3. regulating the activities of the workplace;
4. creating a pleasant environment for work;
5. educating a new member of the group;
6. articulation with other units;
7. supervising and working with others;
8. motivating; and
9. evaluating.

Berliner discussed these areas addressing the duties of the teacher as they relate most specifically to students. They were therefore adapted to the teacher-paraeducator relationship as outlined below (see 'Methodological issues').

Goals and Objectives of the Project

The goal of the project was to increase the quality of rural special education services by improving the skills of special education teachers and paraprofessionals. Teachers were trained in competencies needed for the effective supervision and training of paraprofessionals. The paraprofessional training emphasized competencies associated with the role of delivering effective instruction to students.

Project Objectives

The project developed, evaluated, revised and prepared the instructional sequence of training in the three major content areas documented in Table 1. Training was validated for rural areas. Exportability was assessed in terms of the levels of implementation achieved by the local trainers. Objectives were developed into Gantt Chart format under the three objectives and associated tasks. Objectives are listed below and Gantt chart pages assigned to Appendix A.

Objective One

Develop, evaluate, revise and disseminate exportable and valid forms of training for rural special education teachers in selected competencies from the research literature on effective teaching: time management, teaching functions, academic monitoring, academic feedback, and classroom management.

Objective Two

Develop, evaluate, revise, and disseminate exportable and valid forms of materials for rural special education teachers to use with paraprofessionals.

Objective Three

Develop, evaluate, revise and disseminate exportable and valid forms of training for rural special education teachers in selected competencies concerned with the executive functions of special education teachers.

Materials Developed

Scripted tutorial Manuals, scripted tutorial kits, resource books, mini-posters, newsletters, a video cassette program, and training manuals developed under the project are all described below:

Objective One

The materials developed under this first objective were entitled "The Effective Educator" and consisted of the following:

1. Set of 4 video-cassettes: Time Management; Teaching Functions; Academic Monitoring & Feedback; Classroom Management. Presentation of content for each of the video-cassettes used the effective instruction model of: presenting new content in small steps with frequent reviews and checks for understanding; guided practice in the skills and principles taught using video-clips of classroom situations; and independent practice with assignments in the participants' own particular education settings.

2. Participant's Manual. This manual contained the script of the video-cassette, the observation forms used during guided practice, assignment sheets for independent practice, self-evaluation checklists and self-improvement plans. The layout of the manual allowed ample margins and blank pages for note-taking. A comprehensive list of practical suggestions was also included for each area.

3. Facilitator's Manual. This manual included sections on the following: purpose and format of the training course; basic resources and additional references; use of the video cassettes; lesson plans for each of the areas covered. Masters for overhead projector transparencies were also included, as was a copy of the participant's manual. Samples of the self-evaluation checklists and other forms used can be found in the appendix (see Appendix B).

Objective Two

The materials developed under this objective, entitled "Classroom-based Instructional Resource Materials for Paraeducators," are stored on a CD-ROM Optical Disc and are intended to be printed and used in the classroom or at home by paraeducators, professionals and parents. There are six categories of materials on the CD-ROM:

1. Instructional programs. These cover a wide range of skill areas and provide directions, instructor's dialogue, and various charts and materials for use in managing the program.

2. Resource books. These cover general resource information and material about specific instructional processes, or the teaching of specific skills.

3. Miniposters. These are single page posters, each providing information on a single concept or idea, with space allowed for the user to add information specific to the school or school district in which the poster will be distributed.

4. Newsletters. These are two-page newsletters which each provide one main article and then space for the user to add information specific to the school or district in which the newsletter will be distributed.

5. Handouts. Each of these provides information on a single issue relating to compliance with federal and state laws for individuals with disabilities. Handouts vary in length according to the topic covered.

6. Abstracts. Each two-page abstract provides a summary of an article or other publication dealing with issues critical to teachers and paraeducators working in special education.

Objective Three

The materials developed under this objective were entitled "The Teacher as an Executive" and include the following:

1. Teacher's Manual. This manual consisted of:
Introduction, covering the changing role of the teacher, the need to distinguish between responsibilities which belong to the teacher alone and those which can be shared with other adults in the classroom, the importance of effective instructional practices, and making the best use of resources.
Effective Instructional Programs, addressing the need for validated education programs, the steps that a teacher can take to examine the extent to which the programs currently in use have been validated, and the corrective strategies which are available;.

Teamwork, bridging the teacher's sole responsibilities and those which are shared, and covering the need to clarify roles and expectations and the importance of effective communication;
Self-Evaluation through Observation, addressing the need for constant self-examination as an educator, the role model which the teacher can provide for the paraprofessional, and the steps that can be taken together to facilitate the self-evaluation process.
Post-Observation Conferencing, providing guidelines for team conferencing, particularly as it relates to evaluation.
Training, offering guidelines for the teacher in providing for the training needs of the paraprofessional, as determined by the evaluation process.
The manual was designed in workbook format with exercises and reflective assignments included at frequent intervals in the text. Recommended readings were also given for each chapter. Samples of self-improvement plans and other forms can be found in the appendix.

2. Resource Video. This video contained clips of teachers and paraeducators in evaluation and conferencing settings and was designed to supplement printed materials, especially in relation to assignments made in the Teacher's manual.

Training Activities and Participants

Training activities included the direct training of paraeducators in effective instruction, training of facilitators, and the direct training of both teachers and paraeducators in the executive functions of teaching. Dissemination activities included presentations made at the local, regional, state and national levels, and publications at local, state and national levels. Training activities, including the dissemination activities and the participants are discussed in this section.

Direct Training in Effective Instruction

A group of approximately 100 teachers and paraeducators from a rural Utah school district (South San Pete) were trained in effective instruction during the Spring of 1994

using *The Effective Educa*tor materials. This training, comprising a 3 credit-hour class, (Utah State University, Special Education 556/656) included both theoretical and practicum components. In addition, participating teachers were required to engage in supervision activities and complete course work relating to the supervision and training of paraprofessionals.

An out-briefing was conducted with each training participant following the completion of the course. The main items discussed by teachers and paraeducators in the feedback sessions were: excellent training material; good exposure to paraprofessional concepts; defining roles and responsibilities was excellent; and, self-evaluations were rated a (+) plus. Areas of concern were: how to find time to plan; some felt they needed more information on managing behavior of difficult students; and, they indicated a need for more time to practice the effective delivery of instruction.

The Effective Educator was also used as the text of a 3 credit-hour class (Utah State University, Special Education 215) for paraprofessionals which was broadcast on the Utah distance education network (EDNET) during the Fall of 1995. Forty-six paraeducators from 10 Utah school districts participated in the class, which had both theoretical and practicum elements. Please see Table 2.

A group of 16 paraprofessionals working in Chapter I and Special Education settings in an elementary school in Granite School District (Utah) were trained using *The Effective Educator* during the Spring of 1996. This was in preparation for an extended school year plan being implemented by the school, and the increase in instructional duties which the paraprofessionals were to experience.

Training materials (both print and video) were prepared to accompany the reading portion of the CD-ROM. These included a training video in teaching sounds, a booklet for parents to accompany the reading materials, a video segment showing a sample reading session, and an outline for trainers.

Table 2. Numbers of participants and grades achieved.

Class Title	Tooele	Duchesne	South Sanpete	Ogden/ Davis	Wasatch	Jordan/ Salt Lake	Total
Effective Instruction	3	21		11	6	5	46
Introduction to Paraeducation	9	19	29	10	6	6	79
Legal Issues	15	23	19	9	7	6	79

12

Class Title	A Grades	B Grades	C Grades	Incomplete	Total
Effective Instruction	42	2	2	0	46
Introduction to Paraeducation	66	9	4	0	79
Legal Issues	54	20	2	3	79

Training of Facilitators

Twenty-five facilitators at each EDNET site for the Fall 1995 paraprofessional course described above were trained in observation procedures prior to the class, so that they could supervise the practicum element. Twenty-one teachers in Duchesne school district were also trained to supervise required practicum experiences for paraprofessionals in their district who were participating in the training in effective instruction.

Nine teachers working in special education and Chapter I settings in San Juan (an impoverished rural school district composed of few isolated communities in southern Utah) were trained as facilitators of paraprofessional training using the *Effective Educator* materials. These facilitators then became responsible for the delivery of training to paraprofessionals in their local communities.

The Effective Educator was used as part of a class for teachers held in Salt Lake City in the Spring of 1995. The 15 teachers who were all supervisors of paraeducators reviewed the materials and gave feedback on their appropriateness for use with paraeducators.

Direct Training in the Executive Functions of Teaching

Nearly two hundred teachers and paraeducators participated in direct training in the executive function of teaching. These sessions are described below:

Nineteen teacher-paraeducator teams in a rural Utah school district (Box Elder) were trained in teamwork and evaluation during the Spring of 1996, using those chapters from *The Teacher as an Executive*. Participants were paid a stipend and college credit was offered through the Continuing Education program at Utah State University (Special Education 590/690). During the two 5-week training courses teachers and paraeducators examined their current notions and practices relating to teamwork and evaluation, and were introduced to the conferencing and observation procedure for self-evaluation as an educator. Participants were required to conduct observation and conferencing sessions

each week of the training, to submit written documentation of the process, and to engage in self-evaluation activities with the support of their team member(s).

Components of *The Teacher as an Executive* were used for training sessions for 5 regional Chapter I conferences held in Utah in the Fall of 1994. Approximately 140 paraprofessionals and 20 of their teachers and administrator/supervisors participated in this training.

Additional Dissemination of Materials

Materials have been disseminated to approximately half of the states in the U.S., over half of the forty school districts in the state of Utah, and in one foreign country (Korea). These are discussed below.

Copies of the training materials have been purchased by Special Education Directors in all of the 11 States covered by the Mountain Plains Regional Resource Center (Area V), as well as by a number of individual school districts within those States. In addition, materials have been provided to entities in the following States: New York, Minnesota, Oregon, Idaho, California, and Massachusetts.

Administrators from approximately 50% of all Utah school Districts have purchased these training materials for use with paraprofessionals, largely for use in special education but also for training Chapter I personnel.

Materials purchased for use in Korea are applied to the training of special education staff at the University level.

An information pamphlet was produced for each of the sets of materials (*The Effective Educator, Classroom-based Instructional Materials,* and *The Teacher as an Executive).* These pamphlets were distributed at conferences and presentations listed below as appropriate.

Presentations Made

P.H. Findlay & C.C. Elwell. CD-ROM Technology: A medium for storing paraprofessional training materials. Paper presented at the 1992 CSUN Technology and Persons with Disabilities conference. March 1992, Los Angeles, CA.

Special Education Panel Consortium. Political and practical issues that influence policies and systems for improving the status and performance of the paraprofessional workforce. 13th Annual Conference of the NRC for Paraprofessionals in Education and Related Services. April 1994, Albuquerque, NM.

B.Y. Ashbaker & J. Morgan. The Teacher as an Executive. CEC Teacher Education Division, Annual Conference, November 1994, San Diego, CA.

B.Y. Ashbaker, M. Likins & J. Morgan. The Role of the Paraeducator CEC (Utah) Annual Conference, September 1994, Park City, UT.

B.Y. Ashbaker, M. Likins, & J. Morgan. Paraeducator Roles and Responsibilities. Chapter I Paraprofessional Regional Conferences, Autumn 1994, (5 locations in Utah).

A.M. Hofmeister, B.Y. Ashbaker, & J. Morgan. What makes the teacher a good supervisor of paraeducators? CEC (Utah) Annual Conference, March 1995, St. George, UT.

A.M. Hofmeister, B.Y. Ashbaker, & J. Morgan. The Effective Educator. CEC (Utah) Annual Conference, March 1995, St. George, UT.

J. Morgan. Training programs for paraeducators-Who's training who to do what? 14th Annual conference of the NRC for Paraprofessionals in Education and Related Services, April 1995, St. Paul, MN.

A.M. Hofmeister, B.Y. Ashbaker, & J. Morgan. The Effective Educator 14th Annual conference of the NRC for Paraprofessionals in Education and Related Services. April 1995, St. Paul, MN.

B.Y. Ashbaker & J. Morgan. The Effective Educator Annual Conference of the National Rural Education Association. October 1995, Salt Lake City, UT.

A.M. Hofmeister, B.Y. Ashbaker, & J. Morgan. What makes the teacher a good supervisor of paraeducators? CEC (Hawaii), November 1995, Honolulu, Hawaii.

A.M. Hofmeister, B.Y. Ashbaker, & J. Morgan. Instructional Leadership for diverse student needs. CEC (TED) Annual National Conference, November 1995, Honolulu, Hawaii.

P.H. Findlay. Media or Design? Which has the greater impact on instruction. Presentation for the IT 446/447 Principles and Practices of Technology for Teachers course(4 lab sessions), Instructional Technology Department, Utah State University, March, 1996.

B.Y. Ashbaker & J. Morgan. Paraeducators: Critical members of the rural education team. Annual Conference of the American Council on Rural Special Education (ACRES). March 1996, Baltimore, MD.

Special Education Consortium panel presentation. Accepting the challenge in Utah: A Panel presentation on the status of the paraeducator initiative. 15th Annual conference on the Training and Employment of the Paraprofessional Workforce in Education, Rehabilitation and Related Fields. April 1996, Snowbird, UT.

B. Ashbaker & J. Morgan. "I've been taught to respect my elders, not criticize them:" Evaluation issues for teachers and paraeducators." 15th Annual conference on the Training and Employment of the Paraprofessional Workforce in Education, Rehabilitation and Related Fields. April 1996, Snowbird, UT.

Publications

Allen, K., Broughton, K., Ashbaker, B., & Morgan, J. (1996). Teachers and Paraeducators: Building Stronger Instructional Teams. Utah Special Educator, 16 (6).

Findlay, P.H. & Elwell, C.C. (1992). CD-ROM Technology: A medium for storing paraprofessional training materials. In H. J. Murphy (Ed.), Proceedings of the Seventh Annual CSUN Technology and Persons with Disabilities conference (pp. 173-177). Northridge, CA: California State University, Northridge.

Findlay, P.H. & Gibb, G.S. (1995). Staff development and teacher support via CD-ROM. The Utah Special Educator, 15 (6), 26.

Hofmeister, A.M., Ashbaker, B.Y., & Morgan, J. (1996). The Teacher as an Executive: Insights into Current Practices in Utah. CPD News, 19 (3)

Hofmeister, A.M., Ashbaker, B., & Morgan, J. (1996, March). Paraeducators: Critical Members of the Rural Education Team. Proceedings of the 16th Annual Conference of ACRES.

Morgan, J., & Ashbaker, B.Y. (1994, Summer). Training Programs for Paraprofessionals in Special Education. New Directions.

Salzberg, C.L., & Morgan, J. (1995). Preparing Teachers to Work with Paraeducators. Teacher Education and Special Education, 18 (1), 49-55.

Morgan, J. (1996). Collaboration at service delivery level: A validation study of "The Teacher As an Executive." Doctoral Dissertation. Logan, UT: Utah State University.

Morgan, J. & Ashbaker, B. (1996). I've Been Taught to Respect My Elders Not Criticize Them: Evaluation Issues for Teachers as Supervisors of Paraeducators. Theories and Practices, VII.

Morgan, J. & Hofmeister, A.M. (1996). Staff Development Curricula for the Paraeducator: Observations from the Research. (under review).

Morgan, J., Hofmeister, A.M., & Ashbaker, B.Y. (1995) Training programs for paraeducators in the United States: A review of the literature. (ERIC Document Reproduction Services No. ED 392 786.)

Methodological Issues

This section discusses the methodological or logistical problems encountered in the project and identifies how they were resolved. The discussion is guided by the original objectives.

Objective One: Training in effective teaching/instruction

Academic Monitoring and Academic Feedback. The effective instruction materials were originally grouped under 5 major headings (Time management, Teaching functions, Academic monitoring, Academic feedback, and Classroom Management). These headings were retained, except that Academic Monitoring and Academic Feedback were grouped together in one chapter. This was done because of the practical nature of the training materials, with feedback and monitoring inseparable in an applied setting.

The script of the 'Effective Educator" video was included in the participants manual. This decision was based on feedback from field-tests which suggested that participants (particularly paraprofessionals who might be returning to study after many years and therefore lack confidence and/or study skills) preferred to have the full script so that they could pay full attention to the video, take only brief additional notes, and have the full text to refer back to when reviewing materials. It was also noted that this additional format supported adaption to learner needs.

The Facilitator's Manual was not part of the original plans for materials to be produced. However feedback from teachers indicated that they needed guidance in delivering training to their paraprofessionals, thus standardizing delivery and reducing preparation time.

Objective Two: Training for paraprofessionals.

The greatest challenge in producing the CD-ROM based materials was that of keeping pace with the growth in technology over the period of the project, as well as making allowances for future developments. For this reason the following adaptations were made: WordPerfect was added to the CD-ROM in response to feedback from field-test sites, and to make the materials accessible to a wider range of users; in order to accommodate a range of printers, all files on the CD-ROM are to be converted to Acrobat, so as to be readable by both PC and Mac users. While the latter of these adaptations reduces the extent to which users can manipulate files, the majority of materials do not require manipulation. Those which do (newsletters, mini-posters) can be downloaded, and are not to be converted to Acrobat.

Objective Three: The executive functions of teaching

The nine executive functions of teaching outlined by Berliner were discussed almost exclusively as they related to teacher-student relationships with little reference to the other adults in the classroom. For this project, with the emphasis on the supervision of adults, Berliner's functions were re-grouped under the following chapter headings: Effective instructional programs (planning work, regulating activities of the workplace); Teamwork (supervising & working with others, articulation with other units); Evaluation (evaluation); Observation and Conferencing (not covered by Berliner); Training (educating new member of the group). Berliner's executive functions of 'motivating' and 'creating a pleasant environment for work' were incorporated into several of the chapters under the guise of learning to value and show appreciation for other team members and their skills/abilities.

For " The Teacher As an Executive," the video materials produced were an additional resource to the manual, providing application settings for guided practice. The full script of the video clips was not included in the participant's manual for this course, as it was felt that teachers, having more mature study habits, would not require it. Feedback from teachers on "The Effective Educator" participants manual supported this position.

Research or evaluation findings

The project was completed in a timely fashion and in accordance with the Gantt chart noted in the appendix. Data were collected throughout the project including pre- and posttest data. Numbers of participants trained, as noted in dissemination section were recorded. The following is a discussion of these data.

Pre- and posttest data.

A validation study was carried out for the teamwork and evaluation sections of "The teacher as an executive," with two groups of teachers and paraeducators (see above section Training Activities and Participants, Direct training in the executive functions of teaching) and pre- and posttest data were taken. This study formed the basis of a doctoral dissertation (Morgan, 1996. See appendix for abstract). Professionally appropriate behaviors were identified relating to the training in teamwork and evaluation, and criteria were established for those behaviors. Table 3 shows the extent to which the criteria were addressed by participants for pre- and post training. Notable increases evident in the extent to which criteria were addressed include: roles and/or expectations clarified, communication, use of factual rather than evaluative data and a problem-solving approach in post-observation conferences. A trend of some concern was the apparent lack of skill in selecting a focus for observation and specifying data to be collected by the observer, despite the special education backgrounds and experience of participants. Greater emphasis was placed on these skills in the final version of "The Teacher As an Executive" as a result of the study.

Table 3. Pre- and posttest results: extent to which criteria were addressed

Criteria for professionally appropriate behavior	Group A				Group B			
	Teachers		Paraeducators		Teachers		Paraeducators	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Teamwork								
1. Roles & expectations clarified	3 (33%)	4 (56%)	2 (22%)	7 (78%)	4 (40%)	8 (80%)	4 (36%)	6 (54%)
2. Work arrangements negotiated	2 (22%)	2 (28%)	5 (55%)	5 (55%)	4 (40%)	4 (40%)	5 (45%)	3 (27%)
3. Other person's skills/preferences recognized/ put to use	0	4 (56%)	2 (22%)	4 (44%)	6 (60%)	6 (60%)	3 (27%)	4 (36%)
4. Common goals planned/shared	7 (78%)	5 (70%)	7 (78%)	4 (44%)	8 (80%)	6 (60%)	2 (18%)	7 (63%)
Communication	5 (55%)	5 (70%)	3 (33%)	6 (67%)	3 (30%)	5 (50%)	4 (36%)	7 (63%)
Formative Evaluation								
1. Awareness of the need for change	1 (11%)	5 (70%)	3 (33%)	8 (89%)	4 (40%)	5 (50%)	6 (54%)	5 (45%)
2. Need for frequent/regular evaluation	9 (100%)	7 (100%)	7 (78%)	9 (100%)	9 (90%)	10 (100%)	8 (72%)	10 (91%)
3. Factual vs.evaluative comment								
positive (factual)	8 (89%)	8 (100%)	6 (67%)	6 (75%)	4 (44%)	6 (67%)	7 (63%)	5 (50%)
negative (evaluative)	8 (89%)	5 (70%)	6 (67%)	5 (55%)	3 (30%)	3 (30%)	4 (36%)	4 (36%)

(table continues)

Criteria for professionally appropriate behavior	Group A				Group B			
	Teachers		Paraeducators		Teachers		Paraeducators	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
4. Focus for next observation chosen based on discussion	4 (44%)	0	4 (44%)	0	4 (44%)	1 (11%)	3 (27%)	1 (10%)
5. New focus determined by subject	3 (33%)	0	3 (33%)	0	2 (22%)	1 (11%)	1 (9%)	0
Pre-Conferencing								
1. Clear focus chosen for observation	7 (78%)	8 (100%)	5 (55%)	6 (75%)	2 (22%)	7 (78%)	6 (54%)	5 (50%)
2. Justification given for focus	5 (55%)	7 (87%)	4 (44%)	4 (50%)	5 (55%)	8 (89%)	7 (63%)	6 (60%)
3. Focus chosen by subject of observation	9 (100%)	8 (100%)	7 (78%)	7 (87%)	6 (67%)	8 (89%)	8 (72%)	6 (60%)
4. Data to be collected specified	0	1 (13%)	0	0	1 (11%)	0	0	0
Observation	6 (67%)	7 (100%)	3 (33%)	7 (78%)	4 (40%)	9 (90%)	3 (27%)	7 (63%)
Post-Conferencing								
2. Post conference/feedback session planned/held	9 (100%)	7 (100%)	8 (89%)	9 (100%)	9 (90%)	9 (90%)	8 (72%)	8 (72%)
3. Subject consulted on observation	3 (33%)	4 (50%)	3 (33%)	2 (25%)	6 (67%)	4 (44%)	4 (36%)	1 (10%)
4. Focus of observation central to discussion	8 (89%)	5 (63%)	9 (100%)	8 (100%)	7 (78%)	8 (89%)	8 (72%)	8 (80%)
5. Problem solving approach used	5 (55%)	5 (63%)	4 (44%)	8 (100%)	8 (89%)	7 (78%)	7 (63%)	7 (70%)

As the importance of the collective understanding and skills of team members was emphasized in the training, figures for pre- and posttraining questionnaires were scrutinized to examine the extent to which teams addressed the criteria for professionally appropriate behaviors. Criteria addressed by teachers and their paraeducators were combined, for example, where each addressed four criteria, the maximum possible for the team would be eight, the minimum four, depending upon whether they addressed a different or similar selection of criteria. Table 4 shows some of the results of this analysis. As the table shows, the lowest number of criteria addressed in the pre-questionnaire ranged from 5 to 11 (with both of these extremes in Group B), with the postquestionnaire range from 7 to 12. None of the teams in either group showed a decrease in the joint number of criteria addressed from pre- to postquestionnaire, with 28% of Group A and 40% of Group B teams remaining the same, and 70% of Group A and 60% of Group B teams showing an increase in the joint number of criteria addressed. No analysis was made of the precise losses and gains within each team, but this does suggest that diversity, highlighted in the training as a potential for enrichment rather than a source of difficulty, increased, and that potentially many of the teams could be considered richer and more likely to be effective.

The same comparison procedure was followed for audiotaped post-observation conferencing sessions recorded after the second and fifth weeks of training. As Table 4 shows, 50% of the teams in Group A showed a decrease in the number of criteria addressed from Audio I to Audio II, with 38% remaining the same, and only 12% (1 team) showing an increase. Of Group B teams, 25% showed a decrease from Audio I to Audio II, with another 25% remaining the same, and 50% showing an increase. When these figures were considered in the light of the extent to which teachers and their paraeducators concurred on criteria (i.e. the percentage of criteria which they had in common), for Group A 63% of teams increased in percentage agreement, and for Group B, 50% . Although diversity was considered an important aspect of effective teaming, for the conferencing and observation process, uniformity was more important. The above figures suggest that team members' ideas of what the conferencing process entailed became more closely aligned.

Table 4. Team Trends: Questionnaires and Audios I and II

Number of criteria addressed by the team	Group A n = 7	Group B n = 10
Pre- to Post-Questionnaire		
pre-questionnaire lowest	6	5
pre-questionnaire highest	9	11
post-questionnaire lowest	8	7
post-questionnaire highest	12	11
no. of teams decreasing pre- to post-	0	0
no. of teams remaining the same pre- to post	2 (28%)	4 (40%)
no. of teams increasing pre- to post	5 (70%)	6 (60%)
Audio I to Audio II	n = 8	n = 8
Audio I lowest	5	4
Audio I highest	10	10
Audio II lowest	5	7
Audio II highest	9	8
no. of teams decreasing Audio I to II	4 (50%)	2 (25%)
no. of teams with no change Audio I to II	3 (38%)	2 (25%)
no. of teams increasing Audio I to II	1 (12%	4 (50%)
Percentage agreement on criteria addressed		
Audio I to II		
Audio I lowest	42%	38%
Audio I highest	100%	100%
Audio II lowest	28%	25%
Audio II highest	84%	84%
no. of teams decreasing Audio I to II	3 (37%)	4 (50%)
no. of teams with no change Audio I to II	0	0
no. of teams increasing Audio I to II	5 (63%)	4 (50%)

One of the items in the postquestionnaire required participants to indicate the extent to which there had been a change in six areas related to teamwork and evaluation. Table 5 shows responses to this question. Responses were given on a Likert-type scale and coded from 1 (substantial decrease) to 5 (substantial increase). The mean scores reported for each group and area represent a mean on the scale of 1-5. As the table shows, in Group A no teachers reported decreases in any of the areas, and all means were above 4.00 (slight increase). The highest mean (4.71) occurred with Group A teachers' response of frequency of observing other team member. Figures were lower for their paraeducators, with means ranging from 3.44 (effectiveness as a team) to 3.89 (frequency of observing other team member and frequency of paraeducator evaluation). Decreases were reported by Group A paraeducators, but in a minority of cases. No decreases were reported by teachers in Group B and means in all areas were at 4.20 or above, with the highest reported increase for frequency of observing other team member (4.60). No negative changes were reported by paraeducators in Group B, and means ranged from 3.82 (amount of time spent planning) to 4.45 (frequency of observing other team member and frequency of paraeducator evaluation). The area in which the greatest increase was reported by all groups of participants was frequency of observing other team member. The area for which the response no change was most frequently reported was amount of time spent planning as a team. Almost 90% of all respondents reported at least a slight increase in the general area of effectiveness as a team, with 40% reporting a substantial increase in this area. Increases in observation and evaluation were inevitable because they formed part of class assignments and were an integral part of the training, and it should be added that the former was initially a source of some concern to many participants. The reported lack of increase in planning time would presumably be at least partly due to the constraints of timetable, which researchers would have not direct influence over.

Other results of interest from the study include the following: that despite scheduling difficulties, teachers can find time to work together with their paraeducators and to engage in self-evaluation activities, once convinced of the importance of doing so; that participating teachers and paraeducators gave positive feedback on the observation and

Table 5. Self-Report Data on Changes Made

Areas	Extent of change reported	Group A Teachers n = 7	Group A Paras n = 9	Group B Teachers n = 10	Group B Paras n = 11
a. amount of time spent planning as a team	substantial decrease	-	-	-	-
	slight decrease	-	1	-	-
	no change	2	3	1	4
	slight increase	3	4	6	5
	substantial increase	2	1	3	2
	mean	4.00	3.56	4.20	3.82
b. frequency of observing paraeducator/teacher (i.e., other team member)	substantial decrease	-	2	-	-
	slight decrease	-	-	-	-
	no change	-	-	-	1
	slight increase	2	2	4	4
	substantial increase	5	5	6	6
	mean	4.71	3.89	4.60	4.45
c. frequency of evaluating paraeducator/being evaluated as a paraeducator	substantial decrease	-	2	-	-
	slight decrease	-	-	-	-
	no change	-	-	1	1
	slight increase	4	2	5	4
	substantial increase	3	5	4	6
	mean	4.43	3.89	4.30	4.45
d. amount of feedback given to paraeducator/given to you by the teacher	substantial decrease	-	1	-	-
	slight decrease	-	1	-	-
	no change	1	1	-	1
	slight increase	4	4	5	6
	substantial increase	2	2	5	4
	mean	4.14	3.56	4.50	4.27
e. frequency of evaluating own work	substantial decrease	-	1	-	-
	slight decrease	-	1	-	-
	no change	1	1	-	2
	slight increase	3	4	6	4
	substantial increase	3	2	4	5
	mean	4.29	3.56	4.40	4.27
f. effectiveness as a team	substantial decrease	-	1	-	-
	slight decrease	-	-	-	-
	no change	1	1	1	-
	slight increase	3	3	4	7
	substantial increase	3	3	5	4
	mean	4.29	3.44	4.50	4.36

conferencing procedure introduced in "The Teacher As an Executive," and expressed an enhanced sense of teamwork.

Self report results

Direct training in effective instruction with the group of 127 teachers and paraeducators in central Utah collected their impressions of the course through an out-briefing conducted with each training participant, following the completion of the course. Specifically, course participants were queried on the usefulness of the textbook "The Effective Educator," resource materials, instructional concepts, and formal observations conducted with teacher-paraprofessional teams. A frequency count was taken of the top two items discussed by each teacher and para-professional in terms of being highly useful to his or her educational assignment. The textbook "The Effective Educator" received the most frequent top rating with 57 top mentions. The next most frequently cited as being most helpful, were the instructional techniques for the classroom. Third and fourth items noted were the usefulness of observations by teams of teachers and paraprofessionals (36) and the defining of roles and responsibilities for teachers and for paraprofessionals (33). Areas of concern were: how to find time to plan; the need for more information on managing behavior of difficult students; and, some indication of a need for more time to practice the effective delivery of instruction.

Numbers of teachers and paraprofessionals trained.

While the first year of the project was largely devoted to the development of materials, the subsequent three years saw training of 1330, 1421, and 1876 paraprofessionals and teachers. This count, of course, fails to reflect the numbers of people who will be or are currently using the training material that are now in numerous States.

Contribution to paraprofessional development.

While this project was limited in the scope and financial resources regarding the development and dissemination of materials for the rural special educator, it has

contributed to the development of paraprofessionals in the state of Utah, in particular, and other states, in general. As part of the infrastructure developed in Utah for the training and enhancement of the paraprofessional role, materials developed by the project have been selected for use in a statewide training program that has been adopted by Salt Lake Community College. Materials support a training program, one of several classes, which leads to a certificate of completion and is expected to eventually become part of an associate program.

Project Impact

In addition to the teachers and paraeducators who received direct training through the various components of this project, conferences and presentations were often attended by supervisors, State and district level administrators and University personnel. This extended the impact of the training materials to policy makers, and contributed to the nationwide dialogue on the importance and implications of these training materials and associated principles.

As stated above, a review of the literature identified thirty training programs for paraeducators in the United States (Morgan, Hofmeister & Ashbaker, 1995). Fewer than 50 percent of states were represented by training programs, research, and/or position papers, and a very small proportion of the training programs either address the particular needs of rural special education or are available in exportable format. Similarly Salzberg and Morgan (1995) reported that very few programs exist nationwide for teachers as supervisors of paraeducators, either at pre-service or inservice levels. "The Effective Educator" and "The Teacher as an Executive" thus make a significant contribution to remedying the lack of training materials, in addition to the benefits of their compact, exportable and affordable format.

The materials produced as part of this project are available at reproduction costs from the Outreach Division of the Center for Persons with Disabilities of Utah State

University [Address: Outreach, Center for Persons with Disabilities, Utah State University, Logan, UT 84322-6845 Tel (801) 797-1991]

Future Activities

The adoption of these materials into Utah State University's Special Education department (course number 215) and the Salt Lake Community College's training program for paraprofessionals suggests that the materials and training will be of use to many people in the future, as they learn effective delivery of instruction to special education children. This is an on-going program that is in high demand.

The results of the validation study of "The Teacher As an Executive" suggested a number of areas for research. These include: management of time by and for teachers and paraeducators working as members of the instructional team; and the extent to which special education teachers are familiar with and effectively use the IEP process to determine student needs through data-based decision making. Both of these areas of knowledge, currently lacking, will be crucial to the future training teacher-paraeducator teams in self-evaluation procedures.

ERIC

As required, this document will be submitted to the Educational Resources Information Center (ERIC). A copy of the completed submission form can be found in the appendix (see Appendix D).

References

Blalock, G. (1991). Paraprofessionals: Critical members in our special education programs. Intervention in School and Clinic, 26 (4), 200-214.

Likins, M., & Allred, D. (1995). [Survey of school districts in Utah to determine titles and numbers of paraprofessional personnel.] Unpublished raw data.

Morgan, C.J. (1996) Collaboration at service delivery level: A validation study of "The Teacher As an Executive" Doctoral dissertation. Logan, UT: Utah State University.

Morgan, J., Hofmeister, A.M., & Ashbaker, B.Y. (1995) Training programs for paraeducators in the United States: A review of the literature. Logan, Utah State University. (ERIC Document Reproduction Service No. ED 392 786)

Pickett, A.L. (1986). Paraprofessional in education: The state of the art. New York: City University of New York, NRC for Paraprofessionals in Education and Related Services.

Pickett, A.L. (1995). [Survey of State directors of education to determine the numbers and roles of paraeducators.] Unpublished raw data.

Salzberg, C.L., & Morgan, J. (1995). Preparing teachers to work with paraeducators. Teacher Education and Special Education, 18 (1), 49-55.

APPENDICES

APPENDIX A: GANTT CHART

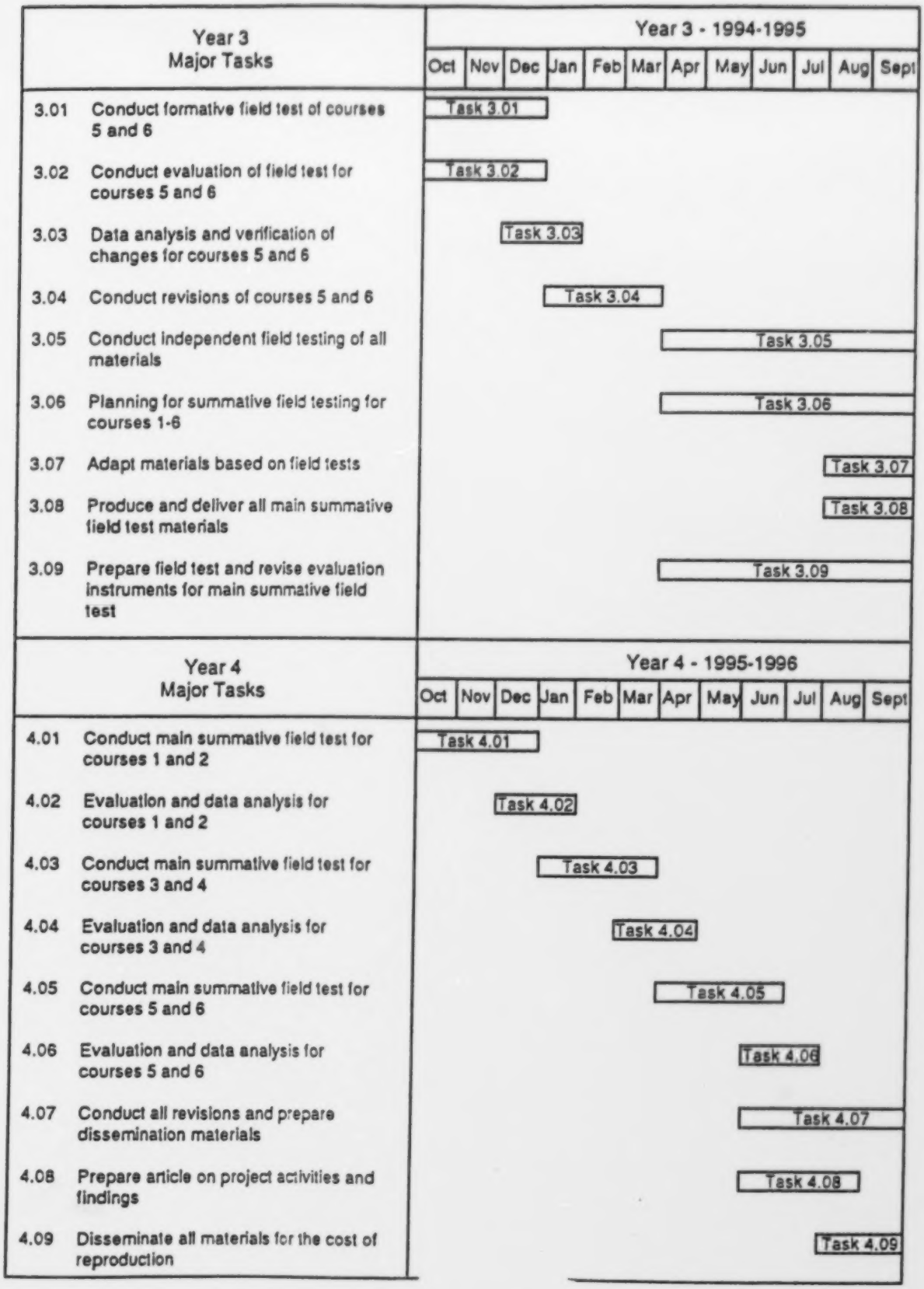
Gantt Chart for Year 1

Year 1 Major Tasks		Year 1 - 1992-1993
		Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sept
1.01	Site Coordination	Task 1.01
1.02	Prepare prototype print material for courses 1 and 2	Task 1.02
1.03	Review and revise print materials for courses 1 and 2	Task 1.03
1.04	Prepare preliminary video scripts for courses 1 and 2	Task 1.04
1.05	Review and revise video scripts for courses 1 and 2	1.05
1.06	Produce preliminary field test versions of video for courses 1 and 2	1.06
1.07	Prepare preliminary field test version of trainer's manuals for courses 1 and 2	Task 1.07
1.08	Conduct preliminary field tests of all materials for courses 1 and 2	Task 1.08
1.09	Data analysis and revision of all course 1 and 2 materials	Task 1.09
1.10	Site planning for formative field test of courses 1 and 2	Task 1.10
1.11	Prepare prototype print materials for courses 3 and 4	Task 1.11
1.12	Review and revise print materials for course 3 and 4	Task 1.12
1.13	Prepare preliminary video scripts for courses 3 and 4	Task 1.13
1.14	Review and revise video scripts for courses 3 and 4	1.14
1.15	Produce preliminary field test versions of videos for courses 3 and 4	1.15
1.16	Prepare trainer's manuals for courses 3 and 4	Task 1.16

Gantt Chart for Year 2

Year 2 Major Tasks	Year 2 - 1993-1994
	Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sept
2.01 Conduct formative field test for courses 1 and 2	Task 2.01
2.02 Conduct evaluation of field test for courses 1 and 2	Task 2.02
2.03 Data analysis and verification of changes for courses 1 and 2	Task 2.03
2.04 Conduct revisions of courses 1 and 2	Task 2.04
2.05 Conduct preliminary field test for courses 3 and 4	Task 2.05
2.06 Data analysis and revision of courses 3 and 4	Task 2.06
2.07 Conduct formative field test for courses 3 and 4	Task 2.07
2.08 Conduct evaluation of formative field test for courses 3 and 4	Task 2.08
2.09 Data analysis and verification of changes for courses 3 and 4	Task 2.09
2.10 Conduct revisions of courses 3 and 4	Task 2.10
2.11 Prepare prototype print materials for courses 5 and 6	Task 2.11
2.12 Review and revise print materials for course 5 and 6	Task 2.12
2.13 Prepare preliminary video scripts for courses 5 and 6	Task 2.13
2.14 Review and revise video scripts for courses 5 and 6	2.14
2.15 Produce preliminary field test version of video for course 5 and 6	2.15
2.16 Prepare preliminary field test versions of trainer's manuals for courses 5 & 6	Task 2.16
2.17 Conduct preliminary field test of all materials for courses 5 and 6	Task 2.17
2.18 Data analysis and revision of all materials for courses 5 and 6	Task 2.18
2.19 Prepare article on competencies for teachers supervising paraprofessionals	Task 2.19

Gantt Chart for Years 3 and 4



BEST COPY AVAILABLE

APPENDIX B: Sample Forms from the Training Programs

SELF-EVALUATION CHECKLIST

Evaluation Question		Rating	My Action Plan	Projected Completion Date
1.	Are the time allocations for class changes and breaks unneccessarily long?			
2.	Are non curricular activities taking time that could be allocated to curricular activities?			
3.	Are large amounts of the allocated time being taken up with managerial tasks?			
4.	Do the time allocations reflect the educators interests rather than student needs?			
5.	Is allocated time scheduled to ensure that continuity and systematic review are facilitated?			
6.	Do I start lesson quickly and smoothly?			
7.	How long after the start of a lesson did it take to have all students on-task?			
8.	Is transition time for lesson activities excessive?			
9.	Is there a reduction in instructional intensity near the end of a lesson?			
10.	Is the educator moving about the classroom, interacting with all students?			
11.	Are activities structured so that student participation is facilitated?			
12.	Are the high-achieving and low-achieving students engaged in the learning task?			
13.	Are attractive "back-up" activities available for early finishers?			
14.	Are all instructional materials and equipment available and operational at the start of the lesson?			
15.	Am I physically in the room at the start of the lesson?			
16.	Have assignments been corrected in a timely manner?			
17.	Is the lesson conducted at a brisk pace?			
18.	Am I aware of the amount of "on-task" behavior of all individuals in my class?			

Rating Scale	1 = No Problem	2 = Minor Problem	3 = Definite Problem	4= No oppor. to observe

Engaged Time: Student Use of Time

School _____ **Date** _____

Student _____ **Observer** _____

Start Time	**Stop Time**

	Interval	What is the Student Doing?	Is the Student On-Task Yes/No
EXAMPLE	1	*Looking around the room.*	*No*
EXAMPLE	2	*Looking at the assigned task.*	*Yes*
EXAMPLE	3	*Calling out.*	*No*
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		
	13		
	14		
	15		

Engaged Time:
Educator Use of Time

Number	How is the time being used?	Is this a problem? Choose rating	How could the time be put better use?	My action plan	Projected completion date
1					
2					
3					
4					
5					

Rating Scale	1 = No Problem	2 = Minor Problem	3 = Definite Problem

Observation Form: Time Management

The Effective Educator © 1995

Student: _____ Date: _____ Subject: _____

Start Time: _____ Finish Time: _____ Total Time: _____

Lesson Plan: Own/teacher's (circle one)

Copy Available? Yes No

Satisfactory? Yes No

Time Management	Effective Use of Time	Suggestions
Engaged Time - Students on task		
Transitions - Smooth - Well-planned - Brief		

General Comments: _____

Levels of Questioning

Question	Level (Circle One) Low	High
From a Secondary math lesson		
Christina, what's another rule we need to know?	L	H
What does isolation mean?	L	H
Why do we do that?	L	H
We have 2x-1x. What will we have as a result of that?	L	H
Will that combine with anything?	L	H
Jeremy, tell us how we are going to do this?	L	H
What's the second step we need to do?	L	H
Why are we doing that?	L	H
From an Elementary math lesson		
What do we do with these numbers if we want to multiply them?	L	H
Now, why do we do that?	L	H
Where do we start?	L	H
6 x 3, how much is that?	L	H
So what do we do next?	L	H
Have we done everything we need to do to get the answer?	L	H

Evaluating The Questions I Use

Lesson Segment:

Questions I will ask	Level (Circle One) Low	High
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H
	L	H

Number of Low Level Questions _____

Number of High Level Questions _____

Proactive Planning for Effective Classroom Management

BEFORE: What strategies will I employ? General strategies and specific instances	DURING: What happened in the classroom to challenge or or justify my strategies?	AFTER: What changes should I make to my strategies in light of what happened?
Student Behavior		
Relationships		
Individuality		

Classroom Management Evaluation

What is happening?	Is this a problem? Choose rating.	How could the situation have been managed better?
Student behavior:		
Student behavior:		
Relationships:		
Relationships:		
Individuality:		
Individuality:		

Rating Scale	1 = No problem	2 = Minor Problem	3 = Definite Problem

Self-Improvement Plan

Look back at the assignment which you completed earlier in this chapter. As you evaluated your curriculum, what was missing? Use the following format to guide you in the development of objectives for your curriculum.

Which of the characteristics of effective instructional programs were missing from the materials I examined?

What do I need to do to supplement that curriculum in order to ensure that it supports effective instruction? Be specific: these should be actual tasks which you set yourself.

Prioritize the above tasks by assigning them a number, then set a date for accomplishing the first task.
I have given first priority to:

_____

_____

_____

because:

_____

_____

I will aim to complete the task by this date:

_____

CHAPTER 2

SELF-IMPROVEMENT PLAN

The following assignment is designed to help you increase the effectiveness of teamwork and collaboration in your classroom. It will also be the beginning of creating an even more pleasant, motivating environment in which to work. All team members need to feel valued and understood, having their ideas and efforts acknowledged and put to good use. Clear understanding of expectations and roles, of other team members' styles of work, and of how you visualize an effective team, will enable you to work together more effectively for student success.

Take a moment to consider how you approach your work with your paraeducator, how you adapt to her preferred style of work, and how she may be able to adapt her work and communication style to your preferences.

List 3 things which you already do, or which you think you could do, to enhance communication with your paraeducator.

_____

_____

_____

Now list 3 things which you see that your paraeducator already does for you (or which you would like to have them do for you) which would enhance communication between you.

_____

_____

_____

_____

_____

As a result of your reflections, write what you plan to do to enhance the teamwork in your classroom.

SELF-IMPROVEMENT PLAN

Having read this chapter and completed the exercises, write your thoughts on the observation and evaluation procedure outlined thus far, and how it applies to your situation.

In the light of these reflections, what changes might you make in the plans you have made thus far?

SELF-IMPROVEMENT PLAN

What are your plans for conducting an observation on your paraeducator?

What would be the best time of day for an observation?

Which lesson or activity would be most appropriate and convenient for observation? (A 15-minute session is ideal, especially for a first observation, but even on subsequent observations you will find that 15 minutes of data collection can yield a lot of information.)

How will you prepare your paraeducator for this observation? (Remember that your paraeducator may never have been formally observed and may be intimidated. You will need to be very specific in explaining what you are doing and why.)

When and where will you hold the post-conference?

How will you prepare your paraeducator for the post-conference? (Again, your paraeducator will not know what is expected of her in this situation, or the extent to which she can give her honest opinion. Your explanations will be crucial.)

What are your plans for having your paraeducator observe you?

What is the best time of day for the observation?

Which lesson or activity would be most appropriate and convenient?

How will you prepare or train your paraeducator to take the role of observer?

When will you hold the post-conference?

APPENDIX C: Dissertation Abstract

ABSTRACT

Collaboration at service delivery level:
A validation study of
"The Teacher as an Executive"
by
Christine Jill Morgan, Doctor of Philosophy
Utah State University, 1996

Major Professor: Dr. Alan M. Hofmeister
Department: Special Education and Rehabilitation

The validity of the Teamwork and Self-Evaluation components of the training program "The Teacher as an Executive" was investigated using a quasi-experimental two-group comparison design. Teams of teachers and paraeducators from a rural school district in Utah participated in the study. Data were collected through questionnaire, audio-taped team conferences, and curriculum reference materials, and pre- and posttraining responses were compared to measure the extent to which the training program impacted three main areas: teamwork, evaluation, and team conferencing. Results of data analysis indicated that the greatest changes occurred in the areas of communication and clear roles and expectations; in participants' perceptions of evaluation as a formative and nonthreatening procedure; and in participants using factual rather than evaluative information and a problem-solving approach to team conferencing. Implications of the data for the training program are discussed, as are the wider implications of the findings that there were discrepancies between what participants said they would do in a given situation and what they actually did, suggesting a lack of transference of learning to the application setting, as well as a noticeable lack of basic skills associated with the Individualized Education Program (IEP) process.

APPENDIX D: ERIC Submission Form